

TSER - HEINE

Flanders (Belgium)

Institutional Case Study 1

Katholieke Universiteit Leuven

confidential report - final version

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1. Background information

1.1. Organisational structure

1.1.1. Number and nature of faculties / departments / schools

The KU Leuven consists of 14 faculties, which are grouped in three groups of faculties: Humanities, Biomedic Sciences, and Exact sciences. The faculties are subdivided in departments (51 in total). Next to the faculties, there are a number of interfaculty institutes, centres and initiatives. The KU Leuven also has a campus in Kortrijk with six subfaculties. Table 1 gives a general overview of the structure of the KU Leuven.

Table 1: General structure of the KU Leuven

<i>Group Humanities</i>
Faculty of Theology
Department of Theology
Faculty of Canon Law
Institute of Philosophy
Department of Philosophy
Faculty of Law
Department of Law
Faculty of Economics and Applied Economics
Department of Economics
Department of Applied Economics
Faculty of Social Sciences
Department of Political Sciences
Department of Sociology
Department of Communication Sciences
Faculty of Arts
Department of History
Department of Classical Studies
Department of Linguistics
Department of Literature
Faculty of Psychology and Educational Sciences
Department of Psychology
Department of Educational Sciences
Department of Anthropology
<i>Group Biomedical Sciences</i>
Faculty of Medicine
Department of Molecular Cell Biology
Department of Pathophysiology
Department of Molecular and Cardiovascular Research
Department of Morphology and Medical Imaging
Department of Developmental Biology
Department of Brain and Behaviour Research
Department of Microbiology and Immunology
Department of Surgical and Anaesthesiological Sciences
Department of Dentistry
Department of Public Health
Rega Institute for Medical Research
Faculty of Pharmaceutical Sciences
Department of Pharmaceutical Sciences
Faculty of Physical Education and Physiotherapy
Department of Sports and Movement Sciences
Department of Kinesiology
Department of Rehabilitation Sciences

Group Exact Sciences

Faculty of Science

- Department of Maths
- Department of Physics
- Department of Chemistry
- Department of Astronomy
- Department of Biology
- Department of Geography and Geology

Faculty of Engineering

- Department of Civil Engineering
- Department of Architecture, Urban and Regional Planning
- Department of Metallurgy and Materials Engineering (MTM)
- Department of Chemical Engineering (CIT)
- Department of Electrical Engineering (ESAT)
- Department of Mechanical Engineering
- Department of Computer Science

Faculty of Agricultural and Applied Biological Sciences

- Department of Applied Plant Sciences
- Department of Animal Sciences
- Department of Agro-Engineering and -Economics
- Department of Land Management
- Department of Interphase Chemistry
- Department of Food- and Microbiological Technology

Interfaculty Institutes, Centres and Initiatives

- HIVA - Institute of Labour Studies
- ILT - Institute for Modern Languages
- KADOC - Catholic Documentation and Research Centre
- WAV - Steunpunt Werkgelegenheid Arbeid Vorming
- UCS - University Statistics Centre
- LUCAS - Leuvense Universiteit Caritas Samenwerkingsverband
- European Centre for Ethics
- K.U.Leuven Energy Institute
- Centre for Agrarian Bio- and Environment Ethics
- Interfaculty Centre for Biomedical Ethics and Law
- Interfaculty Institute for Family and Sexuality Sciences
- Interfaculty Institute for Forensic Sciences
- CRIS - Centre for Risk and Insurance research

- IMEC - Interuniversity Microelectronics Centre
- VIB - Flanders Interuniversity Institute for Biotechnology
- ICHO - Interuniversitair centrum voor Huisartsenopleiding
- EuroPACE 2000 - Professional and Academic Channel for Europe 2000
- CETRA - Leuven Research Centre for Translation, Communication and Cultures
- ISPO - Inter-university Centre for Political Opinion Research

Faculties in Kortrijk (only first two years)

- Faculty of Applied Economics
- Faculty of Arts
- Faculty of Law
- Faculty of Medicine
- Institute of Philosophy
- Faculty of Science

1.1.2. Number of students and staff

Table 2: Number of students per area of study

Area of study	96-97
Law	3,338
Medicine	3,242
Economic an Applied Economic Sciences	2,821
Psychology and Educational Sciences	2,644
Applied Sciences	2,500
Sciences	2,053
Philology and Literature	1,746
Agricultural and Applied Biological Sciences	1,464
Social Sciences	1,361
Physical Education and Physiotherapy	1,251
History	955
Pharmaceutical Sciences	684
Social Health Sciences	646
Archaeology and Arts	563
Theology and Canon Law	541
Combined areas of study	488
Philosophy	486
Dentistry	323
Total	27,126

Some trends in the evolution of the number of students:

- growing number of students (the relative amount of students in comparison to the total student population in Flanders remains the same);
- growing number of female students;
- students of the KU Leuven come from all over the country; recently, however, there seems to be more regional recruitment;
- growing number of foreign students;
- the distribution between the groups and the faculties fluctuates.

Table 3: Number of Staff (in fte)

	1980	1990	1997
Autonomous Academic Staff (ZAP)	1,558	1,781	917.2
Auxiliary Academic Staff (AAP)			667.4
Other Scientific Staff (BAP)			1,719.4
Administrative and Technical Staff (ATP)	1,540	1,541	2,152.4
Total	3,098	3,322	5,456.5

Some trends in the number of employees:

- growing number of employees;
- growing part financed by contract research, etc.

1.1.3. Type of formal governance structure

The basic governance structure of the KU Leuven can be found in the *Organiek reglement* (Organic Regulation), laid down by the *Inrichtende overheid* (Organising Body) on advice of the *Raad van Beheer* (Board of Directors). Further internal regulations, especially concerning the structure of faculties, departments and other bodies, are settled in the *Gewoon reglement* (General Regulation), laid down by the Board of Directors on advice of the *Academische Raad* (Academic Council).

• *Governing bodies at the central university level*

The governance structure at the central level consists of the Organising Body, the Board of Directors, the Academic Council, the General Bureau, and the rector.

The **Organising Body** (*Inrichtende Overheid*) formally is the supreme body of the university. It consists of the archbishop, the Flemish bishops, and four lay members.

The **Board of Directors** (*Raad van Beheer*) is the body responsible towards third parties for the governance and the financial means of the university. Next to the members of the General Bureau (see below), it has members both from within the university and from outside the university.

The **Academic Council** (*Academische raad*) is responsible for all academic policy. It has the full right of initiative, decision, and control in matters concerning education, scientific research, scientific service, and all related activities. It consists of the rector and the members of the General Bureau (see below), the deans, four student representatives, three representatives of the auxiliary academic staff, and the academic ombudsman.

The executive committee of both the Board of Directors and the Academic Council is the **General Bureau** (*Gemeenschappelijk Bureau*). The members are the rector, the general manager, the rector of the campus Kortrijk, and six other members, appointed by the Academic Council on proposal of the rector (he proposes them as a policy team). At present, these members are: the three vice-rectors (the chairmen of the three groups: humanities, exact sciences, biomedical sciences) and the three co-ordinators for research policy, education policy and student policy. The General Bureau has a policy preparing and a policy executive function. Its members have a (renewable) five-year term, except the general manager.

The **rector** is elected by all members of the ZAP and representatives of the part-time ZAP, the AAP and BAP, the students, and the ATP. He represents the university community and is responsible (together with the General Bureau) for policy execution.

The Campus Kortrijk has its own governance structure.

• *Governing bodies at the non-central level*

The three **groups** (Humanities, Exact Sciences, Biomedical Sciences) are co-ordinating bodies between the faculties. The **Group Council** (*Groepsraad*) consists of the vice-rector (who is chairman of the group), the deans, and (possibly) the other members of the Academic Council from the same group.

The **faculties** are responsible for planning, organising and co-ordinating education and for co-ordinating and stimulating departments concerning scientific research and service.

They draw up course programmes (these must be approved by the Academic Council), organise and evaluate education and study guidance, organise and control the exams, and evaluate the exam system.

Faculties have a **Faculty Council** (*Faculteitsraad*) (all full-time ZAP and representatives of part-time ZAP, AAP and BAP, and students). The Faculty Council elects a **dean**, who is in charge of the general management of the faculty. The **Faculty Bureau** (the dean, the academic secretary, and a number of members of the Faculty Council) is the executive committee and also prepares and executes the faculty policy.

The Board of Directors provides the faculties with room and means for staff, operation, and equipment. The faculty divides them over the faculty services and the departments.

The Faculty Council establishes a **Permanent Educational Committee** (*Permanente Onderwijscommissie, POC*) for each course, or for some related courses. A POC can be established for all courses of the first cycle together, and for the faculty as a whole.

A POC consists of all members of the ZAP and an adequate representation of assisting academic staff, students (at least one third) and possibly alumni.

The Permanent Educational Committee does proposals to the Faculty Council regarding course programmes (it establishes an educational framework of reference, which indicates the goals and final objectives and the means to achieve them). It evaluates these programmes, the didactic methods and the exam system, and it advises the Faculty Council on these matters.

The **Departments** are the main division for research tasks and therefore are structured according to homogeneous research areas. They are led by a **Department Council** (*Departementsraad*) (with a similar composition to the Faculty Council), which can establish a **Bureau**, and a **Chairperson of Department** elected by the Department Council. The Departments are subdivided differently in centres, institutes, research groups and so on.

The Department is responsible for the organisation and co-ordination of the research and service activities, it provides academic and advanced education, and it provides the doctoral training and disciplinary permanent training.

Outside this structure, there are several interfaculty institutes and similar initiatives (see Table 1).

We also have to mention an important service for the valorisation of research: **Leuven Research and Development**. The task of this office is to transfer research results to industry, trade, and other sectors.

• *Advisory bodies on the central university level*

Central advisory bodies in educational matters are: the Educational Council, the Education Policy Steering Committee, the Council of the AVL, the Council for Academic Permanent Education, the International Relations Committee.

Educational Council

The mission of the Educational Council (*Onderwijsraad*), established in 1987, is to advise the Academic Council in educational matters, to inform about existing initiatives and to do suggestions for the improvement of academic education and scientific research aimed at education.

The members of the Educational Council are appointed by the General Bureau on proposal of the Educational Council and the faculties. Next to the chairman, the Educational Council consists of a ZAP-member of each faculty and of the Campus Kortrijk, members appointed by the General Bureau, one representative of the AAP-BAP, one of LINOV (see below) and four

of the students.

The Educational Council can discuss internal educational affairs: the supply of courses (quality and rationalisation), teaching (methods, evaluation, ...), admission requirements, study guidance, the output (study achievement, employment, ...), and the organisation and administration regarding education, including the exam regulations. It can also be involved in advice towards external bodies.

Education Policy Steering Committee

The Education Policy Steering Committee (*Stuurgroep Onderwijsbeleid*) tries to optimise academic education, considering recent developments in educational theory on the one hand, new possibilities in the area of information and communication technologies on the other hand.

Accompanying the Steering Committee, a **Research and Development Cell** is established with members of the Steering Committee, external educational experts and a student representative. This cell evaluates, stimulates and guides the scientific research projects aimed at education. It also advises on the use of external resources available for educational improvements.

In the Education Policy Steering Committee the General Bureau, the advisory bodies and the educational support services (see below) are represented.

Council for Academic Permanent Education

The Council for Academic Permanent Education (*Raad UPV*) advises on permanent education, informs about developments regarding education and training, and evaluates the university policy on permanent education.

The Council consists of a chairman, 14 representatives of the faculties, 6 external chairmen of the groups established within academic permanent education (see below), two representatives of the Permanent Education Office, one representative of the Study Advice Office, the Co-ordinator Educational Policy, the chairmen of the Educational Council, the LINOV directors committee and the Vliebergh-Sencie Centre, and the director of Permanent Education - Campus Kortrijk.

International Relations Committee

The International Relations Committee (*Beleidscomité internationale relaties*) sets out general policy lines for the internationalisation of the KU Leuven. It especially discusses questions raised by the International Relations Office. This can result in action points or proposals to governance bodies. The Committee also serves the purpose of co-ordinating the members of the General Bureau, who are responsible for internationalisation in their policy area.

For co-operation with developing countries the Interfaculty Council for Developmental co-operation is responsible.

• educational support services

Three services provide educational support: the Academic Education Office, the Institute for New Teaching Methods, and the Academic Training Institute for Teachers.

Academic Education Office

The Academic Education Office (*Dienst Universitair Onderwijs, DUO*) provides educational theoretical guidance and practical support of the educational evaluations (each four of five years) of each university curriculum. It also administers the secretariat of the Educational Council and provides for educational training of academic staff. DUO supports the working committees of the Educational Council and co-operates in scientific research projects aimed at

education.

Institute for New Teaching Methods

The Institute for New Teaching Methods (*Leuvens instituut voor nieuwe onderwijsvormen, LINO*) is a centre of expertise and study with regard to the use of multimedia and telematics in education. Its goal is to develop new teaching methods in function of different (internal and external) target groups.

The **International Relations Office** (*Dienst internationale relaties*) co-ordinates the international co-operation activities of the university, except specific research contacts, which are administered by the Research Co-ordination Office.

1.2. Budgets and allocation mechanisms

The university obtains most of its financial resources from the government. The governmental financing system for the universities is a lump sum system. The lump sum consists of a fixed sum, based on the historical governmental grant on the one hand and a varying part on the basis of weighted students number on the other hand.

Next to this, the Flemish government provides a budget for educational research (about 100 million bef per year for the whole educational sector) and, recently, a budget for educational innovation projects in higher education (40 million bef in 1997, 80 to 100 million bef in the next years). It also supports, together with the federal (national) government, the Fund for Scientific Research - Flanders (FWO-Vlaanderen), which encourages and finances fundamental scientific research in Flemish universities.

The educational function of the university is financed with the operational grant and the patrimony. Other funds are not (yet) relevant in this respect.

1.2.1. Types of funding

Table 4: Distribution, in percent, of the total income 1997

governmental funding	70.02 %
international bodies	5.87 %
private funding	12.23 %
rights, royalties and overhead	1.34 %
tuition fees	2.42 %
financial revenues	3.15 %
real estate	1.66 %
others	3.31 %
total	100 %

Table 5: Distribution of the government funds 1997

operational grant	69.31 %
fund for real estate investments	2.41 %
social provisions for students	1.71 %
special university research fund	6.02 %
other research funds	20.32 %
patrimony	0 %
for order	0.23 %

<i>total</i>	<i>100 %</i>
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Some trends and developments in the funding of the university:

- a tendency towards a lower proportion of the university funding in the total educational budget of the government;
- a trend towards a smaller share of operational grants;
- a growing share of other than normal revenues (contract research, permanent education, LRD, patronage);
- since the academic year 1989-90: an overhead on externally obtained research income.

These evolutions are the cause of the following problem. The growing amount of research that is externally funded, brings with it a growing cost (administrative, logistic). The overhead that is taken from these funds is not sufficient to cover all these costs. This means that resources that otherwise would be available for education, must now be used for financing research.

1.2.2. Allocation within the institution

In 1993 a new allocation model was established, after long and difficult negotiations. The basic parameters in this model are the diversity and volume of the programmes and the student numbers (mean number of students over five years). In a limited way research is also taken into account.

The allocation model redresses historically grown distributions. It stimulates (in a limited way) the division of large groups for lectures and discourages the broadening of the course offer (it does not take courses with small student numbers into account).

Preceding the distribution of the lump sum to the faculties, the central services are financed. This is also the case for the so-called research projects aimed at education (*ooi-projecten*), which are intra-university projects related to a priority theme (e.g. guided self-tuition).

Each faculty has its own internal allocation model.

1.3. Student and graduate markets

1.3.1. Student market

The KU Leuven recruits students from all over Flanders. But recently the recruitment is becoming more regional. Research shows that this has to do with the attitude of the higher education students, who want the institution to be easy to reach. As a result, the share of the KU Leuven in the student market is under pressure. Since 1996, the number of freshmen is slightly diminishing, but is still the highest of the Flemish universities.

Concerning the socio-economic categories of the students (derived from the occupation of the parents), there is a large over-participation of the professions, and (to a lesser degree) of people working in the educational sector and artisans. Students whose parents are workers are underrepresented, as are (to a lesser degree) traders and farmers. This pattern is not different from other universities.

1.3.2. Graduate market

Research carried out in 1996 and 1997 (published in 1998) revealed a positive situation for KU Leuven alumni. One year after graduation 92 % of the alumni who are looking for work

has found a job. 88 % of them has a full-time job, and 88 % of the part-timers has at least a half-time job (30 % at least three-quarters). Most of the time, the jobs require a university diploma and are also remunerated correspondingly.

Less than 2 % of the alumni has not had any working experience one year after graduation.

More than half of the people at work have an open-ended employment, are self-employed, or practice the professions. Compared to former times, less are working in the governmental sector and the educational sector, and more are working in the private sector (especially SMEs).

1.4. History

The KU Leuven can look back upon six centuries of history. On 9th December 1425 Pope Martin V conferred upon it the bull of foundation, thereby making it the oldest university in the Low Countries and the oldest Catholic university in the world still existent.

Like the universities of Cologne, Paris and Vienna, the KU Leuven originally had four faculties: Arts, Canon Law, Civil Law, and Medicine.

In the sixteenth century the university of Leuven had its first flourishing-period and became world famous thanks to the presence of famous scientists, like Erasmus (the humanist), Adrian of Utrecht (the later pope Adrian VI), Mercator (well-known for his map-projection still in current use), and Andreas Vesalius (the father of modern anatomy).

In the eighteenth century there was a growing pressure of state intervention. In 1797 the French occupying forces closed the University down. After a brief interlude as State University within the United Kingdom of the Netherlands, the Catholic University was reinstated by the Belgian bishops, first in Mechelen in 1834, again in Leuven in 1835, quickly developing into an academic institution of international stature. Thus the Institute of Philosophy, founded in 1882 on the personal initiative of Pope Leo XIII, became world-famous for its neo-scholasticism.

The matter of linguistic tensions in Belgium triggered off the process of giving more colleges in Dutch from 1911 onwards. By 1936, most courses were taught both in Dutch and in French. For the Dutch-speaking students, however, the pace of evolution was too slow, and in the 1960's they took to the streets in large numbers to claim a unilingual university. In 1968 the Catholic University was therefore split into two universities: the Dutch-language Katholieke Universiteit Leuven, which remained in Leuven, and the French-speaking Université Catholique de Louvain (UCL), which moved to the newly-built Louvain-la-Neuve in the French-speaking part of Belgium. The autonomy of both universities was acknowledged by law in 1970. The complete removal of the UCL was eventually agreed upon in 1980.

Since 1965, the KU Leuven has a campus in the city of Kortrijk, with a limited number of faculties providing candidature programmes.

Between 1968 and 1971, the Katholieke Universiteit Leuven had an interim rector, i.e. Pieter de Somer, a physician and lay person. The democratisation movement of the sixties began to pay off and this could be observed in the renewed organisation of the K.U. Leuven. The strong hold of the episcopate on the administration and management was limited. Since 1971 the rector has been elected for a period of five years by the members of the Faculty Boards. P. de Somer was re-elected twice (1976-1981). When he died, he was succeeded by the lawyer

Roger Dillemans after snap elections. In 1995 André Oosterlinck, an engineer from the Electrical Engineering Department (ESAT), became rector.

Since 1968 the K.U. Leuven has doubled its number of students, personnel and teaching staff. The University does have an international fame thanks to her long tradition and her orientation towards the future and towards the world.

Since 1968 the K.U. Leuven has given evidence of an unprecedented expansion that confirms her role: being a learned and scientific institution with an international reputation. The top laboratories of the biomedical and exact sciences have been thriving. The Electrical Engineering Department, the ultramodern university hospital (Gasthuisberg) and the establishment of the Interuniversity Centre for Micro-Electronics (IMEC) on the Heverlee campus furnish proof of that.

2. Change processes at central level

2.1. Institutional policies and programmes

2.1.1. Mission statement

In defining its policy, the KU Leuven often refers to its mission statement. This was drawn up in 1990 and was the first result of a Strategic Working Committee, that tried to develop a more general approach (in 1985 some think-tanks on specific topics were installed) to formulate coherently the vision of the university. The mission statement was discussed and accepted by the Academic Council, the Board of Directors and the Governing Body. Of course this mission statement is only a point of reference for more concrete objectives and actions. But it gives an idea of the general options of the KU Leuven on certain topics. We give the integral version of this mission statement.

Mission Statement of the Catholic University of Leuven

Founded in 1425, the K.U.Leuven is a Flemish University of catholic signature with an international orientation. It has the legal statute of private institution.

As a university it is a scientific institution in which research that opens up new horizons and knowledge transfer are both essential and complementary.

As a university it distinguishes itself from other research centres by its autonomous statement of problems, by the disinterested character of its fundamental research, by its focus on education and by the fact that within its walls it encompasses almost all the scientific disciplines.

As a university it distinguishes itself from other educational institutions by the fact that its teaching is based on and nourished by its own research and by its interdisciplinary approach.

It defines its tasks and priorities autonomously, and the members of its academic and scientific staff enjoy academic freedom in the exercise of their duties.

In the acquisition of knowledge the K.U.Leuven is guided only by the requirements of scientific methodology and deontology.

In a number of fields of research the university aspires to count among the centres of excellence in Europe and in the world.

It transfers knowledge through high quality interdisciplinary scientific teaching. Its

programmes integrate professional training into a broad ethical, cultural and social context of education. Rather than passing on mere factual knowledge, it promotes the skills of identifying, formulating and solving problems. It creates the necessary conditions for a stimulating educational experience. Special attention is paid to the steady evaluation of its teaching in order to enhance the student's capacity for independent study, to provide intensive individual guidance and an adequate evaluation system, to ensure high didactic qualities of the teaching staff and the use of new teaching methods and technologies.

The K.U.Leuven's first and second cycle undergraduate programmes contribute to an as broad as possible participation of Flemish young people in a qualitatively outstanding university education, which takes place in an intellectually stimulating, socially supportive and student-centred environment. At the same time the K.U.Leuven continuously directs itself towards new target groups.

In addition, it pays special attention to the training of young researchers, mainly within the context of their doctoral studies. It also offers postgraduate programmes in a number of fields, aimed at the broadening and deepening of knowledge.

Besides education and research, the K.U.Leuven has still other important tasks of service to society.

In a spirit of critical subservience, it puts its knowledge at the disposal of public authorities, of organizations and of industry. Its concern for public health is realised in the university hospitals, with special care and with respect for human dignity. On the basis of its research it ensures the permanent education of its graduates in their professional life.

As a catholic university, the K.U.Leuven is a critical centre of thought within the catholic community, and as such it is deeply concerned with the relationship between science and faith, and with the dialogue between church and world.

On the basis of its christian vision on man and society, the K.U.Leuven reflects on the axiological, ethical and religious problems which derive from the evolution of science and technology, and from changes in social and cultural life. This reflection takes place in a free and open climate, and in collaboration with kindred universities. Special attention is paid to the personal dignity of human beings, to the protection of the weak, and to justice and peace. The K.U.Leuven also creates a spiritual climate which favours the full human and religious development of the members of the university community.

As a Flemish university, the K.U.Leuven stimulates the participation of the Flemish people in the technological and cultural progress of the world. Together with other Dutchspeaking universities, it contributes to the development of their common culture.

As an internationally oriented university, the K.U.Leuven is heir to a centuriesold tradition of hospitality towards foreigners. Thanks to intense interuniversity collaboration and to the exchange of students and staff members, its development and transfer of knowledge actively contribute to the enrichment of culture and science, in Europe and throughout the world.

In its unique Leuven atmosphere, both at the campuses in Leuven and in Kortrijk, the K.U.Leuven is committed to the accomplishment of this task, together with its alumni and with the regional and national communities.

2.1.2. General developments concerning education

Before we pay attention to specific policies and programmes of the KU Leuven in the three clusters, we point out some general developments that cannot directly be related to these specific policies, but concern more generally the quality of education.

These developments concern on the one hand changes in the governance structure of the KU Leuven, on the other hand some new activities resulting from governmental decisions.

In 1987 the *Educational Council* was established. Its tasks were threefold: to formulate a coherent vision in ongoing discussions, to consider the practical implications of initiatives taken by the Academic Council, and to answer questions raised by the academic authority. Gradually it developed into a permanent advisory body for educational matters on behalf of the academic authority. This means that it follows up initiatives, stimulates the improvement and suggests improvements of education and scientific research aimed at education, and fulfils information and evaluation assignments.

In 1992 the first *review* took place (for the course programme of Geology). A review is a process of evaluation of a course programme by a commission of external experts. In 1993 among others the course programme of Farmaceutical Sciences was examined, in 1994 among others that of Applied Economic Sciences. The reviews are carried out following a scheme agreed upon in the VLIR, and with the co-operation of the VSNU (the union of co-operating Dutch universities).

In the KU Leuven, a review is prepared by a working group, which drafts a *self-study* (including a strengths and weaknesses analysis). At the last one year after the review, a *follow-up report* has to be drafted by a Self-evaluation Commission, composed of ZAP, AAP and students. This report has to indicate concrete remedies for the remarks of the Self-evaluation Commission and the weaknesses that showed in the self-study. The follow-up report is submitted to the Academic Council, after it has been discussed by the Co-ordinator Educational Policy, the vice-rector concerned and the institutional co-ordinator for the reviews, together with the responsible persons in the faculty.

Also in 1992, the *Organic and General Regulations* were *changed*. Among other things, the internal structure of the university was reoriented, on the one side putting a stronger emphasis on the non-central level, on the other side complementing this decentralisation movement by giving the Group Chair Persons and the deans the possibility to question decisions, and by giving the Academic Council the ultimate decision power.

In 1994 the first consultations between the rectors of the Flemish universities started, as a result of the *special government assignment* that was given to the former rector of the KU Leuven R. Dillemans: to develop a plan for the *optimisation of university education*, in conference with the rectors, in a period of five years (see also National Case Study).

In 1995 the academic authority agreed upon a *complementary regulation for the Permanent Educational Committees*, laying down the role and tasks of these Commissions (see 1.1.3.).

In the same year the General Bureau appointed a *Co-ordinator Educational Policy* among its members. The task of this co-ordinator can be described as improving the working of, and the co-operation between, all councils, commissions and services that operate in the area of education at the university. Not long afterwards, the *Education Policy Steering Committee* and the *Research and Development Cell* (see 1.1.3.) were established and placed under the responsibility of the Co-ordinator.

1997 was the first year in which the universities had to draft an *annual report* (covering the year 1996) for the Flemish Government (Decision of the Flemish Government of 4 February 1997), as was already announced in the Universities Decree of 1991 (see National Case Study).

2.1.3. Traditional degree programmes

The cluster 'traditional degree programmes' includes four topics: the development of new programmes, adapting or reorienting existing programmes, student access and student enrolment policies, and internationalisation.

- *The development of new programmes*

The KU Leuven has not developed a real policy towards the development of new programmes. This is for a large part the result of the legal regulations governing university education. In the Universities Decree of 1991 the educational authority of each university was defined; a decision of the Flemish government restricted this authority further, by defining the possible graduate diploma's including the duration of studies (in a lesser degree for third cycle and post-academic courses). The decree also defines the general modalities of the year system, the exam system, the tuition fees, and the language to be used. It is only within this general framework that the universities have the freedom to choose the form and content of education.

In line with the strong emphasis that the central governance bodies have placed, recently even more than in the past, on decentralisation (see 2.2.), the development of new programmes is not something that is done on the central level. There are two examples of programmes for which the central level, and more precisely the rector, took the initiative. But even then the actual establishment of the programme was in the hands of the faculties.

Former rector Dillemans gave the impulse for the course programme 'Courses for the 21st century', which was established by the Faculty of Arts. Rector Oosterlinck had the idea for the course programme 'Initiation to Entrepreneurship'; it was the Faculty of Economy and Applied Economic sciences that established the programme.

Courses for the 21st Century

The series of courses called 'Courses for the 21st Century' (*Lessen voor de 21^{ste} eeuw*) were organised for the first time during the academic year 1994-95. The goal of the programme was to confront the students with recent challenging problems, through fifteen lectures about structural breaks in history, worldpicture, and science at the beginning of the 21st century. On average there were 1000 students, of which 600 followed the programme as part of their study (the programme is an elective course in the second cycle). In the next year the average number of participants was about 850 (with 530 attending the programme as part of their study). The programme continued to be a success in the following years.

Initiation to Entrepreneurship

The interfaculty programme Initiation to Entrepreneurship (*Initiatie tot Ondernemen*) started in the academic year 1997-98 (although in 1996-97 three courses were already offered to promote the programme). This programme wants to teach students in which ways innovative entrepreneurship is possible. It consists of a number of courses taught by entrepreneurs (who also play a role in the exams), some courses about the enterprise, and the drafting of a business plan for an innovative business project. For students of the second cycle and (if a faculty decides to) the third cycle, Initiation to Entrepreneurship is an elective course.

- *Re-orienting or adjusting the content or the methods of existing programmes*

In the period under study, there have been two moments of major re-orientation of existing programmes. The first was the Operation Rationalisation in the first and second cycle that started in 1989. The second was the period when adjustments were made as a consequence of

the Universities Decree of 1991.

In the first and second cycle there has been an important adaptation of the curricula when the Operation Rationalisation took place. The Operation Rationalisation started in 1989. It was a concrete result of the conclusions of the above-mentioned 'think-tanks' (see 2.1.1.) and the subsequent discussions in the Educational Council and the Academic Council. The goal of the Operation Rationalisation was to enhance the quality of education in the first and second cycle, by limiting the number of courses, by reducing the volume of the courses, and by leaving the idea of 'encyclopaedic education', which were a burden both for students and for teachers. 'Teach the student how to think, not what to think' was proclaimed to be the new motto for the organisation of education in the first and second cycle.

In the two academic years following the Universities Decree of 1991, a number of adaptations took place to make the programmes fit with the new regulations.

In the academic year 1991-92 interuniversity deliberations resulted in a clear distinction between basic courses and advanced courses, including new titles for the programmes. The possibilities for transition from college to university were defined better. The educational regulations (access conditions, content of the programmes, the possibility of half-time study, ...) were also cleared out.

In the next academic year (1992-93), the 'individually tailored year programme' was introduced and all curricula were converted in study points.

- The individually tailored year programme (*individueel aangepast jaarprogramma*) grants the possibility to a student to enrol for a course year in which he/she was unsuccessful, but did attain exemptions or transfer of exam results, and supplement this by course units of the next year.
- Each course unit was expressed as a number of study credits, in such a way that they represented the real workload as much as possible and that a course programme in total amounted 60 credits a year.

But apart from these two major changes (one of them not even being a decision of the university as such), it can be generally said that the central level of the KU Leuven does not intervene in programme adaptations, as is the case for the development of new programmes. Again it would be in contradiction with the fundamental option for decentralisation in the KU Leuven (see 2.2.), if the central level would intervene in the process of programme adaptation.

• *Student access and student enrolment*

Free access to all forms of higher education is a long standing tradition in Belgium and Flanders. Since the Omnivalence Law (*Omnivalentiewet*) of 1964 everybody with a secondary education diploma can engage in every form of higher education. The principle of free access is limited only by the existence of some entrance exams (universities: Civil Engineering, Medicine and Dentistry; colleges: Audio-visual and Fine Arts, Music and Drama, Nautical Sciences).

This means that it is impossible for the KU Leuven (in fact any university or college) to develop student access and student enrolment policies. However, the KU Leuven informs last-year secondary education pupils about the study possibilities at the KU Leuven (with a series of magazines), and it has a Study Information Centre, which provides information about all courses that can be followed at the KU Leuven and about employment possibilities.

• *Internationalisation*

The KU Leuven has taken some steps to position itself internationally, because "Thanks to

intense interuniversity collaboration and to the exchange of students and staff members, its development and transfer of knowledge actively contribute to the enrichment of culture and science, in Europe and throughout the world." (mission statement). Key concepts for the internationalisation of education are quality and flexibility.

Again the KU Leuven has taken the option to give a large degree of autonomy to the non-central level. But as far as internationalisation is concerned, there is a stronger support from the central level towards the non-central level than on other issues. This is clear for the last couple of years: the KU Leuven has concluded an institutional contract with the European Commission, has drafted a European Policy Statement, and provides extra financing for initiatives taken in the faculties within the framework of Socrates (in 1997: 9 million bef, about 223,000 Euro). But the European research and educational programmes, and the ERASMUS-programme in particular, have always had a substantial effect on the international orientation and activities of the KU Leuven.

This becomes clear when we look at what 'internationalisation' means for the KU Leuven. In the first place it means exchanges of students and staff (within the framework of the European programmes). In the second place, it includes the development of international course programmes. In the third place, cooperation with other universities is also part of it.

Exchanges

Regarding exchanges, the European education programmes have been a success. The KU Leuven took part in Erasmus from 1988 onwards. In that first year, 141 students of the KU Leuven went abroad, 54 foreign students came to the KU Leuven. In 1995-96 the numbers were 804 and 550 respectively. The KU Leuven also participated in Comett and the pilot phase of Europace and the ECTS (Faculty of Engineering, in 1995 extended to almost all faculties). In the following years this participation was extended to the programmes Lingua, Tempus, Delta, Med-campus, Alfa, and EU-Canada.

Especially Erasmus is regarded as very succesful. In 1994 the Annual Report states that Erasmus has become "an evident surplus in our university course offer". The Annual Report 1994-95 states: "Erasmus has become a standard in the world of the universities. (...) Not only were there many foreigners in our auditoria, but especially there was the full recognition of study achievements at European universities. The European Union has really realised its double goal: to make the 'Citizen's Europe' more concrete and to attune the curricula in higher education".

Apart from the EU-exchanges, year after year more foreign students come to the KU Leuven: 1,523 in 1988, 2,538 in 1997. The number of students coming from developing countries remains more or less stable at 700.

International course programmes

Some postgraduate study programmes are explicitly aimed at an international public. They are interdisciplinary and high-level programmes. A special tuition fee must be paid for them. In 1988 three of such postgraduate programmes were established: Physics of Microelectronics and Material Sciences; European Studies: ethnicity, culture, society; Artificial Intelligence. In 1991 three more were established: European Master of Public Admininstration; International Study Program on Statistics; European Postgraduate Education in Polymer and Composites Engineering.

At the moment, five advanced specialist courses require a special tuition fee: Master of Arts in European Studies; Master of Arts in Eastern Mediterranean Archaeology; Master of Laws; European Master of Public Administration; Master in Conservation of Historic Towns and

Buildings.

Other international programmes are: MBA, Irrigation Engineering, Human Settlements, Anthropology, and the programmes of the Faculties of Theology, Canon Law and Philosophy. Next to this, there is a Junior Programme 'European Culture and Society' for third-year students of American colleges and universities.

Co-operation

Next to the co-operation in the framework of the European educational programmes (the KU Leuven participated in 139 ICPs and was co-ordinator of 32 of them), the KU Leuven co-operates on a bilateral and multilateral basis with other universities. As a result of the European programmes, many bilateral contacts have evolved into multilateral contacts. That co-operation especially concerns mobility (of students, researchers and professors) and in a growing degree co-operation in the area of the curricula.

2.1.4. New educational structures for working-learning relationships

Educational structures for working-learning relationships are: advanced academic courses; and academic permanent education.

As a result of the Universities Decree of 1991, all postgraduate programmes were turned into advanced academic courses: complementary courses and specialist courses. In the academic year 1996-97 99 advanced courses were organised (50 complementary courses and 49 specialist courses). A growing number of advanced courses is organised on an inter-university basis (in 1996-97: 29). 36 courses were taught in English.

In 1993-94 and also in 1994-95, following a request by the Minister of Education, the course offer in the third cycle was somewhat rationalised. This could not prevent that the extra funds in the governmental budget for third cycle programmes were abolished.

The development of advanced courses is in the hands of the faculties, as is the case for first and second cycle courses.

The central university level paid attention to permanent education for the first time in 1986. That year a Cell for Permanent Education was established, that had as task to make an inventory of, to stimulate and to disseminate initiatives in the field of permanent education. A real policy on permanent education only started in 1988, when the Permanent Education Office was established. It was a limited office that formulated policy lines and supported initiatives of the faculties, and which could, supplementary to the initiatives of the faculties, take initiatives itself. In 1990-91 the Council for Permanent Education (formerly the Commission for Permanent Education) was formed. This Council drafted a policy framework for permanent education at the KU Leuven, that was approved by the Academic Council. The basic options were:

- the faculties are central in the organisation of permanent education;
- the Permanent Education Office has to be stimulating and co-ordinating;
- because there is no systematic governmental financing, the activities have to be self-sustaining.

The preference for the decentral organisation of the permanent education activities comes from the use of the 'academic model' of permanent education, in which the development of knowledge is central and permanent education is taken to be the declaration of research results (in contrast with the 'professional model', in which the goal is to meet the needs of society).

In 1994 a Think tank Permanent Education is assembled, with also external stakeholders from

the occupational sectors as members, to draft a strategic document. This document is finished in January 1995 and is the start of a new permanent education policy at the KU Leuven. The major conclusions of the report are, that the dialogue between demand and supply must improve, and that the supply must be better structured. A new Council for Academic Permanent Education was then established, together with a steering committee for each occupational sector (health and welfare; education; government; socio-cultural sector; enterprises; the professions). Two consultants were recruited to act as intermediate between the demand and supply side. The Permanent Education Office must become self-sustaining and can organise postacademic training for alumni of the KU Leuven. Nevertheless, the initiatives taken by the faculties remain the most important part of permanent education.

We should also mention Leuven Language Learning (3L), which is an internal translation bureau, but offers language courses for companies as well (short intensive courses and courses of one month). It was established in 1987 as a part of the Institute for Modern Languages, but soon became autonomous. It is supported by the university, but not financially. It uses a learner-centred method to teach efficient communication skills in business life. "It is important for us to be a part of the KU Leuven: we have the luxury of the theory, theory that we can translate to the practice immediately. We are also obligated to be ahead of the market, we have to innovate ourselves constantly. But I think we are also important for the KU Leuven. Companies find out that a university can have clients too."

2.1.5. Involvement of external stakeholders in internal processes

External stakeholders are involved in the following internal bodies:

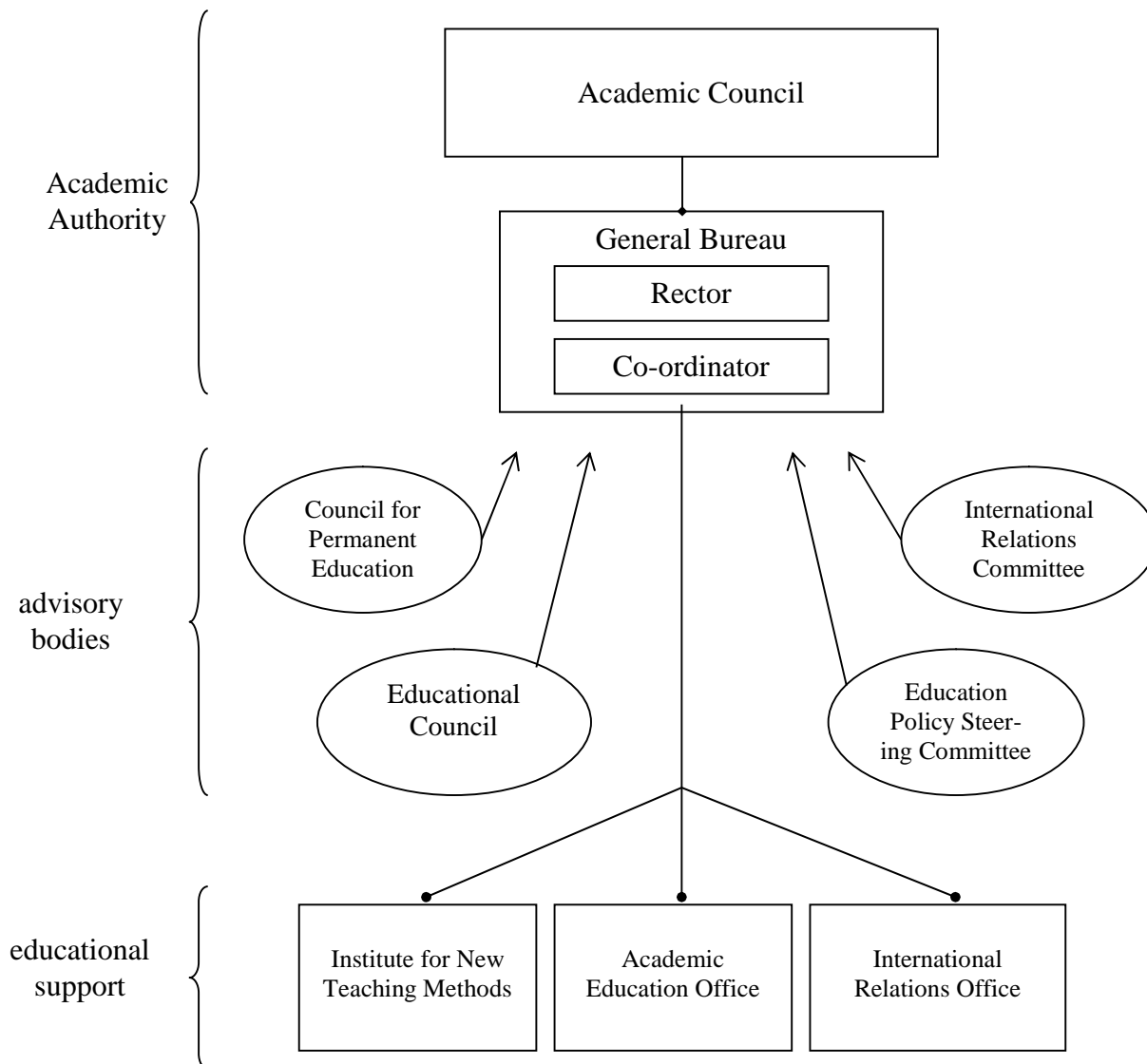
- At least four members of the Board of Directors are not staff members of the KU Leuven. But the Board of Directors has no direct educational authority.
- Most Permanent Educational Committees use the possibility to take an alumnus as member.
- Also in the evaluation commissions alumni are present.
- Half of the members of the Steering Committees Permanent Education are external (but are not alumni), as is their chairperson.
- The Council for Permanent Education has the six chairpersons of the Steering Committees among its members.

2.2. Internal dynamics at central institutional level

2.2.1. Actors at the central university level

The description of the actors can be found in '1.1.3. Formal governance structure'. Here we only provide a scheme of the central actors in the education policy process. In the next paragraphs we will discuss their role (2.2.2.), their motivations and attitudes (2.2.3.), the central ideas regarding the relationship with external conditions (2.2.4.), and the interaction between different levels of the institution (2.2.5.).

Scheme 1: Actors at the central university level



2.2.2. *Role of the actors*

In paragraph 1.1.3. we discussed the governance structure of the KU Leuven as it can be found in the Organic and General Regulations. Now we will take a look at the role the actors at the central university level really play, thereby paying special attention to the differences between their formal role and their actual role in the policy processes.

The **Academic Authority** consists of the Academic Council and the General Bureau. Formally, it is the Academic Council which makes and co-ordinates the educational policy of the university. But this means deciding about proposals for decisions that come from the General Bureau, from lower levels, and from advisory bodies. Thus it is in fact the General Bureau that is the core of the decision making process at the central university level. It proposes decisions to the Academic Council, it executes the decisions that are taken, and it is responsible for the day-to-day management of the university. Next to its decision making role, it also has an important stimulating role. For example, it brings together the chairpersons of the Permanent Educational Committees every year, e.g. to discuss the functioning of these Committees or their task in the making of curricula. We also see that ideas of the rector (who is chairman of the General Bureau), like the programmes 'Courses for the 21st Century ' and 'Initiation to Entrepreneurship', result in initiatives taken by (some) faculties. The General Bureau goes to each Faculty Bureau every year, to discuss the faculty policies and to stimulate the development of those policies. The Educational Advisor of the rector follows up the evaluation reports and the follow-up reports; he also gives advice about study programmes.

Of course it is not so that the Academic Council does not take decisions at all. In the case of the consultants at the Permanent Education Office, the General Bureau was prepared to recruit six consultants as planned, but the Academic Council did not follow this proposal. This had to do with the fact that the faculties are represented in the Academic Council, whose idea is that a central office only means taking away resources from the faculties. This shows that, when certain interests are at stake, the Academic Council plays an active role in the policy making process.

The **advisory bodies** on the central level do not play a significant role (at least concerning the issues we are studying) in the policy making process. They do have a co-ordinating and stimulating function towards the non-central levels, but even there their role is limited. These facts become clear when we look in particular at the functioning of the Educational Council and the Council for Academic Permanent Education.

The Educational Council should be the central advisory body in the field of education. When it submits an advice to the Academic Council, it is indeed approved in almost all cases. When the Academic Council does make some changes, they do not concern the content of the programmes, but the structure (e.g. the Academic Council will control whether the rules are followed when a faculty decides to put a course from another faculty in the course programme). The advice of the Educational Council, however, is itself only the approval of proposals that come from the faculties. For the faculties (who are represented in the Educational Council) this step in the process is a rather superfluous step.

The actual role of the Educational Council is to try to develop a coherent view in ongoing discussions (e.g. practical exercises, guided self-study), to consider the implications of decisions taken by the Academic Council, and to answer questions raised by the Academic Authority.

The importance of the Educational Council has grown over the years, because of its own

activities. But problems remain: it is not involved in the directive policy decisions; weak communication between the members and the faculties is another problem.

The Council for Academic Permanent Education is a special case. Part of its members come from outside the university. This is the cause of two kinds of problems. First, it often happens that internal affairs are discussed in the Council, what can be considered as a waste of time for the external members. Second, and more important, questions raised by the external members often can not be answered by the (representatives of the) university, or can not be addressed in the time frame that is considered to be appropriate by the external members.

This relates to the opinion that seems to be widely spread in the university, that a university should keep a certain distance towards demands from the outside world (see 2.2.3.).

The Education Policy Steering Committee is a small group which prepares the decisions and proposals of the General Bureau. It was established to improve the functioning and synergy between the educational councils and offices; and to follow up and evaluate educational developments.

Within the Committee, a Research and Development Cell co-ordinates the research projects aimed at education, i.e. projects financed by the central level concerning a priority theme (e.g. guided self-study).

The International Relations Committee is a co-ordinating point for all who are involved in international relations. It sets out the general policy lines. But it is mainly a channel of communication.

The central principle governing the councils and offices that relate to education, is that they work as much as possible on a project basis. These projects can be assignments from the central policy, or can be own proposals approved by the central policy.

The **educational support services** are autonomous services, who try to broaden the knowledge base, contribute to the dissemination of these insights, and implement them into the educational policy. But they do not always succeed in these goals. They have too little personnel and the demand placed on them is growing, both from within as from outside the university.

The Institute for New Teaching Methods (*LINOV*) groups several services (Permanent Education Office, Open University, Europace, Academic Training) that try to reach non-traditional students, especially with the use of new communication technologies. LINOV is both a provider of education and a support service towards the non-central level. A specific problem for LINOV is that it is too much seen, internally as well as externally, as a service activity that provides administrative and logistic support.

The task of the Academic Education Office (*DUO*) is to provide pedagogical training and to render services in the process of education evaluation. Due to the above-mentioned problems, it mainly works at collecting and interpreting data. Almost no attention can be paid to curriculum development and the follow-up of evaluations, which are also tasks of DUO.

The International Relations Office has a policy preparing function and is responsible for support from the central level towards the non-central level.

2.2.3. Motivations and attitudes

For the topics under consideration (the three clusters), the central level of the university plays

a limited role. This comes as no surprise, because the university favours **decentralisation**. The option for decentralisation is explicitly stated since 1990. The regulations were adapted in this sense in 1992-93, however with a 'correction': the Group Chair Persons and the deans can question decisions, under the ultimate appreciation of the Academic Council.

It is strongly believed at the central level that a university should be decentrally organised to be able to fulfil its tasks of education and research. The KU Leuven is seen as a professional organisation, with the academic staff as the core of the organisation. This implies for the central governance bodies that they should withhold from direct interventions on the non-central level. Attempts are made to develop the non-central level even more, as it shows in some focal points that can be seen in the more recent university policy:

- stimulating the Permanent Educational Committee as the main body to develop curricula and to evaluate the educational practices;
- furthering the practice of regular internal evaluations;
- adapting the exam regulations and making them more precise;
- placing more emphasis on the educational achievements in the assignment of tasks, appointments and promotions;
- stimulating lifelong learning activities;
- providing educational theoretical guidance for educational innovation, including the use of new media.

Decentralisation is not only a theoretical option, it also shows in practice. Direct measures from the central level are rare. The Operation Rationalisation was one of them. But the central level has the possibility to steer the reorganisation of programmes, if it wishes to do so. The formal procedure requires that proposals of the faculties, who are responsible for the content of the course programmes, have to be approved by the Academic Council, after advice of the Educational Council. But the interviews show that intervention of the central level is rare, and if the central level does have some remarks, they only concern the formal side of the reform (see above).

This means that the faculties also in practice carry the responsibility for adapting programmes to the needs of society and economy. Within the faculties, the Permanent Educational Committees have become important in this respect. It is at these levels that considerations about the adaptation of educational programmes to societal needs are made, mainly through individual, informal contacts and the contribution of alumni at different places.

What actual possibilities has the central level left to influence the non-central level? The central policy can define conditions (an education theoretical framework of reference) and give general impulses. It can be facilitating and stimulating by:

- creating a central office;
- asking the faculties or their representatives;
- taking initiative, if necessary (e.g. Courses for the 21st Century, Initiation to Entrepreneurship);
- provide facilities: teleconferencing facilities, provision of (some) financial support for the development of initiatives in the faculties (e.g. ooi-projects, additional funds for Socrates-activities).

In the report of 1991 'University and the Education of Values' (*Universiteit en Waardenvorming*) an indication is given of the **background** of the decentralisation option.

"The university is not a homogeneous culture that is build around one central value. The university has to search permanently for an equilibrium between different subcultures with their own logic and dynamics, and try to structure the university. For example in our university, one can point out a professional culture (professional skills), a university tradition

(academic freedom as a form of critical autonomy), a religious-christian inspiration (religion as a source of meaning), and a management culture (the university as an efficient company on the societal market). Each of these values are maybe not in theory, but in practice opposite to each other: more specialisation at the cost of reflexive and cultural education; more societal profit at the cost of university freedom and criticism; more critical detachment at the cost of ideological engagement. Paying attention to education means making these value conflicts explicit, in such a way that a more conscious and balanced growth becomes possible."

This is related to another choice made by the KU Leuven because of its history. After the split, the university of Leuven wanted to profile itself on research (to avoid only regional recruitment). After a while, this started to influence negatively education: in time and in the budget (the budget did not cover the costs of research). The necessity of a change was felt in the university itself (among other things, because of the growing student numbers) - this shows for example in the establishment of the Educational Council. Since some 10-15 years there is more attention for the educational tasks: the Permanent Educational Commissions are strengthened, the ooi-projects were established, the 'small quality' receives more attention. But the necessary change in mentality is not yet entirely achieved.

2.2.4. Central ideas about the relationship with external factors

The dominant idea at the central university level about the relationship with the economy, is that the university must be reserved about demands coming from the economy. This does not mean that tendencies in society should be ignored. The university should be aware of these tendencies, but has to turn them into a university project. University education has its own goal: providing people with a general, broad education. This project should not be liable to the hype of the moment. It cannot be too closely tied to the demands of the economy.

A diploma is seen as a starting point, as something that has to keep its value for the rest of a person's life. This is also stated indirectly in the mission statement: "Rather than passing on mere factual knowledge, the university promotes the skills of identifying, formulating and solving problems.(...) Special attention is paid to the steady evaluation of its teaching in order to enhance the student's capacity for independent study (...) and the use of new teaching methods and technologies." The specific professional training must be carried out by the companies themselves. The university just gives its graduates the basic knowledge and skills to be able to follow this specific training.

Related to this is the idea, introduced by former rector Dillemans, of a 'diploma with a maintenance contract'. In this view, a graduate can return to the university (for a seminar, a lecture, ...) to keep his or her diploma up-to-date.

This idea of keeping a certain distance between the (often specialist) demands of the economy and the (more general) education offered by the university, is believed to be widespread throughout the university.

The report *University and the Education of Values* provides us with a clear statement about this issue, where it gives an answer to questions raised by the Memorandum on Higher Education of the European Commission (see Higher Educational Policy of the European Union).

"The educational policy outlined by the European Memorandum is conceived instrumentally. Education is defined unilateral as service to the economic expansion of the EEC that is in competition with the Japanese and American competitors. The university policy is adjusted to the economical-political reality. But also in the KU Leuven the growing competition in

attracting external financial resources on the national and international research markets leads to a growing impact of the economic rationality on university action and thinking. This has advantages because it replaces the existing routine by a competitive proof of quality in a public forum. But it also has disadvantages. The pressure to perform and to achieve results can hinder the development of fundamental research. But above all, this competition in the current context leads to less attention and appreciation for education and training (except for training programmes which are externally financed). The university today delivers proof of her quality and competitiveness in the area of research and much less in the area of education and training, because the financing of education is not based on quality but on the number of students. Neither is the selection and promotion of academics linked to personal dedication and quality in the area of education, but almost entirely to the achievements and the market value of the academic in the field of research (compare the diverse indices for publications and related to that, the capacity to attract research funding). This leads to an unbalance in the systematic and critical application of the policy laid down in the mission statement."

"Education is a very broad term. It refers to values, motivations, beliefs and relations that are developed in the courses. That is why education refers to components in the university training that exceed specialised professional skills and are grafted on a broad theoretical curiosity and moral sensitiveness. (...) Education refers to the fact that a university is an institution that creates culture, and technical specialisation in education and research are an essential but limited part of it."

2.2.5. Interaction between different levels of the institution

The interaction between the central university level and the non-central level can best be described as follows. The non-central level has a large amount of autonomy. When the central level wants something to change, a signal is given 'top down', then these signals are executed 'bottom up'. Direct action or intervention by the central level in the non-central level is an exception.

As we indicated above, there is (almost) no direct steering by the central level. It sets out general policy lines and tries to convince the non-central actors to follow these policy lines. Because the faculties are represented in a number of central bodies, these central guidelines are not made at the top and then disseminated towards the faculties, but most of the time are the result of a discussion among the central actors and the faculties.

The central educational policy provides a general framework to situate the work of the Permanent Educational Committees and is facilitating, supporting and stimulating. The central educational policy takes a great reserve towards programming the content of education.

To improve the realisation of quality education, the central level can, starting from the decentral final responsibility, offer stimuli. This means that the central level can engage in facilitating and supporting activities, complementary to faculty initiatives, if there are guarantees for a systematic follow-up. Central financial incentives with faculty matching can be used as a lever for educational improvement and innovation.

The central educational policy has as tasks: to develop a framework in which the Permanent Educational Committees can place their activities; to provide facilitating working instruments; to develop transparent support services; and to take its own initiatives and to follow up the initiatives concerning quality control.

The university has a decentralised structure, with the faculties as responsible organising entities. The dean has a managerial role. The Permanent Educational Committees have central preparation, co-ordination and evaluation tasks, and are thus becoming the anchor points for the development of the content, the educational theory and the organisation of the courses. In other words, the faculties are responsible for education; the Permanent Educational Committees do the preparatory work. The final decision lies with the faculties (more precise: the Faculty Council). The relationship between faculty and Permanent Educational Committee is clarified in the third part of this report.

The interaction between the support services and the faculties in general is as described, but also depends on the area under consideration.

In the field of internationalisation, the KU Leuven opts for a large degree of decentral autonomy and flexibility of governance. It believes that a strategy in which processes starting at the bottom, without much steering, but with a firm support from the central level, is the best way to cope with the internationalisation of education. It finds that many international (Erasmus-)networks dilute because of the bureaucratic and centralist way of handling internationalisation that many universities have. Therefore, the central office has a limited role. The central level also provides clear financial stimuli.

In the field of permanent education, the situation is somewhat different. The relation with the faculties is problematic on two points. First, as a result of the internal allocation model of the university (see 1.2.2.), the faculties regard the central office as something that takes away money from them. Second, because the Permanent Education Office has to be self-sustainable (this was decided by the Academic Council), it tries to organise programmes itself. The faculties, however, find that the office should be a logistic service only, because otherwise it is competitive with the faculties. The history of the Permanent Education Office therefore is a history of trying to prove its value to the faculties.

2.3. External conditions and interactions

2.3.1. Perception of external conditions

The relation with the government is characterised by the KU Leuven as 'relative autonomy'. The Universities Decree of 1991 only implements a general framework for university education. It defines the educational authority of each institution; governmental decisions extend these definition to the level of the diploma's, including the length of studies (however with more freedom for programming in the third cycle and post-academic courses). It also gives a general outline of the year system, the exam system, the tuition fees, and the use of language.

Within this framework the university has every freedom to define autonomously the content and form of education. Complementing the relative autonomy is the obligation that the university has to take care of quality control itself.

The economic factors are regarded as rather irrelevant. There is no direct influence. But in times of scarcity on the labour market more attention is paid to the chances on the labour market of graduates. Also in the reviews there is attention for the economy. Courses which do not satisfy in this field, have to present solutions in the follow-up report. Indirect influence further comes from alumni (who can be member -for advice, not for voting- of the Permanent Educational Committees and the Evaluation Committees) and via the educational framework of reference that has to be established for each course programme and in which attention has to be paid to the labour market of graduates.

In this context it is interesting to look at the self-description of the KU Leuven in the framework of the research project "Restructuring the University" of the Association of European Universities (CRE). It is a good example of how the university stands towards external conditions. In the project, it was asked where the impulse for change (using new technologies) came from. As decisive are indicated: initiatives of the management and internal projects. All other influences (European and national funds, pressure of students, pressure of the private sector) are seen as neutral. Only the governmental policy is catalogued explicitly as 'non decisive'.

2.3.2. Direct involvement of external participants

External stakeholders are only involved directly in three central bodies of the KU Leuven. There is a representation of external stakeholders in the Board of Directors, but this board has no direct role in the educational policy. Furthermore, in the Evaluation Commissions, that in principle consist of seven members (a chairperson, two representatives of the ZAP, two of the AAP and two of the students), an alumnus can be taken in as a deputy member. Third, in the Council for Academic Permanent Education representatives are present of the sector groups (health and welfare; education; government; socio-cultural sector; enterprises; the professions). These groups function as reconnaissance groups, that must find needs (the gaps that are left by the faculty initiatives) and transform them into permanent training programmes. The execution however is done by the faculties, who can consider their priorities and can decide to do it or not.

2.3.3. Match between external pressure and internal ideas and interests

It will be clear by now that the internal ideas at central level do not match the external pressures.

The economic world demands specialists, while the KU Leuven wants to provide a more generalist training. The university wants to have a certain continuity in its educational concept. That is not in line with the (in the view of the university) constantly changing demands of the economic world, who are only led by the needs of the moment.

The situation of a relative autonomy towards the government does not seem to be problematic. There is however criticism about the fact that the share of the budget for universities in the total governmental budget is diminishing. This places a burden on the educational activities of the university, because they are financed with the governmental funds.

2.3.4. How is external pressure exerted?

Because the KU Leuven does not allow itself to be led by external pressure, it is hard to trace it. But the environment exerts some pressure in an indirect way. Academic staff, especially in professional courses (like medicine and law), often work in the professional world or at least know people there. It is via these individual contacts that the influence and pressure from the economy is exerted.

The government gives impulses to research (that is, money for research) to the universities. As side effect, by the development of expertise that leads on its turn to the transfer of this expertise, it influences indirectly the establishment of programmes or programme changes.

More direct influence on education of the government comes from money that is made available for example for the European programmes.

2.3.5. *Response of the institution to external pressure*

Through the decentral organisation and the pressure that is mainly exerted towards individual professors, the KU Leuven answers this pressure mainly at that non-central level. Changes commence on the level of the individual staff member and then go 'bottom up' to the Permanent Educational Committees and the faculties.

In the reaction of the KU Leuven to the Memorandum on Higher Education of the European Commission, its attitude towards external pressure is clearly indicated. The remarks towards the Memorandum are the following.

The document is written from a strong economic perspective. Nowhere the specific identity and proper goals of a university are pointed out. Among other things the cultural and ethical dimensions remain out of sight.

The stress is on applied research, at the cost of fundamental research. This shows in the strong insistence to make companies participate substantially in the university policy, to put education and research mainly in function of the business sector, and to promote the idea of a university as lever for the local industry.

The exchange programmes in the field of education are extended too quick. There has not been a thorough evaluation nor has a begin been made to provide solutions for some problem issues.

Too little attention is paid to the differences within higher education. This makes a levelling down realistic (because equivalence of diploma's has to be accepted and because all higher education is regarded as vocational training).

Additional challenges cannot be taken without adequate funding. Among other things the strong stress on the organisation of flexible, economy-oriented courses in the framework of permanent education, can have negative effects for a high quality basic education, when the financial resources remain unchanged. The position of the European Community that there can no longer be a difference between general and vocational education, can not be accepted.

3. Sub-unit level action

On the sub-unit level, the most relevant level would be the individual academic staff member. Of course, it was not our purpose to study individuals. We had to find the most appropriate level above the individuals.

In the organisational structure of the KU Leuven, the faculties are responsible for education. For each course programme, a Permanent Educational Committee (POC) can be established. It was not clear for us which one of the two was the most appropriate. We decided to take four faculties, and in each faculty one or more Permanent Educational Committees (POC). The faculties were chosen on the basis of the information gathered at the central level. Even without us mentioning that the Faculty of Engineering had to be part of the research, the interviewees at the central level almost always mentioned it as an interesting faculty for the topics under consideration. The other faculties were selected taking into account their activities in one or more of the three clusters; we also took at least one faculty of each group. The POCs were selected on the basis of information at faculty level.

The four faculties are: the Faculty of Engineering (Group Exact Sciences), the Faculty of Economics and Applied Economic Sciences, the Faculty of Law (both Group Humanities), and the Faculty of Farmaceutical Sciences (Group Biomedical Sciences).

3.1. Faculty of Engineering

The Faculty of Engineering exists as an autonomous faculty since 1961. It has about 150 professors and 500 researchers. In 1997, 2500 students were enrolled in engineering studies.

The Faculty of Engineering consists of seven departments (see Table 1).

There are 21 Permanent Educational Committees: one for the first cycle, one for each basic course in the second cycle (8), one for each advanced course (11), and a general POC.

3.1.1. Faculty policies and programmes

Ten years ago the *first cycle* courses were thoroughly reformed. This had nothing to do with external demands, but was a consequence of the Operation Rationalisation.

Currently, the *second cycle* is under reconsideration. The programmes are being adapted following the guidelines called 'Engineer 2000'. The most important adaptation is to bring differentiation (but not specialisation) into the course programme, which nevertheless remains a general programme. This and other changes should make the course programme more fit with the demands placed nowadays on engineers. The interviewees do not perceive this as an external economic demand towards the education programmes of the faculty. When the role of the engineer in society changes, education has to adapt to these changes, because otherwise students would be lost to other universities who do provide a training that prepares future engineers for their current tasks.

The programme was not reformed sooner out of a certain conservatism: general courses generate many students; students generate money. There was, in other words, no real incentive for change. Moreover, some ZAP-members have retired only recently: the resistance to change was reduced by this.

Three programmes for *permanent education* are conceived especially for the industry:

- telecommunications (together with IMEC, the inter-university micro-electronics centre);
- information technology (together with three other Flemish universities);
- next year: product development.

These are programmes that are relevant for a company, but can not be financed or organised by one company alone. That is the reason why some companies asked the faculty to organise these programmes.

For the Faculty of Engineering, *internationalisation* means for the most part taking part in European programmes. A lot of goodwill is said to be present for the European programmes (especially Erasmus): the grants from the European Commission were always too low, but have been an incentive to develop initiatives partly using own resources. The Faculty also participated in the pilot phase of the ECTS.

The Faculty of Engineering is also founding partner of CESAER (Conference of European Schools for Advanced Engineering Education and Research), an association of 45 European engineering universities, colleges and schools, that wants to provide high quality engineering education and wants to improve links between its members. CESAER, founded in 1990, is one of the founding partners of H3E (Higher Engineering Education for Europe), an economic interest grouping that undertakes the Engineering Thematic Network Project in the framework of Socrates.

3.1.2. Internal dynamics at faculty level

In general, when an individual staff member sees an opportunity to develop a programme or make some relevant changes to existing programmes, he tries to convince some others. The proposal is discussed in an ad hoc working committee. Then it is brought in the official channel: first of all the POC (the general POC also gives its advice). After this, the Faculty Council holds a first reading of the proposal; when a clear majority seems to be there, the proposal is adopted in the next reading. Finally it is approved by the Academic Council. The approval of the Faculty Council and the Academic Council is only problematic when there is no consensus about the renewal or change. That is why there is a first reading on faculty level: to see if there is disagreement. In this whole process, the educational support services do not play more than a logistic role.

If the relation with the economy is a topic in the discussions at all, it is not at faculty level but in the POC.

3.1.3. External conditions and interactions

Indirect influence of external conditions and interactions can be seen in:

- Industrial Advisory Council (*Industriële Adviesraad*): consists of faculty members and industrials; advises about the programmes, but seems to be more a way of fostering a good relationship with important industrials;
- advisory councils with alumni within the departments; but alumni often are conservative when it comes to reform;
- informal contacts of individual academic staff members.

In general, the economy is regarded as changing too rapidly. This opinion is the same as the ideas of the central level, but it is not based on the mission statement of the university (it would rather be the other way round).

Companies realise that permanent education is important, but they do not realise how much effort (time, money) is needed for that (and so they do not make these efforts).

The government only inhibits. In the past it regulated the so-called legal degrees. Nowadays the decrees only confirm the existing situation. Changes are hard because new programmes have to be approved by the VLIR.

The inhibiting role of the government can for example be seen on the postgraduate level. The universities were free to develop postgraduate programmes. After the decree of 1991, these had to be transformed into GAS and GGS. But this implied a lot of requirements.

3.2. Faculty of Economics and Applied Economic Sciences

The Faculty of Economics and Applied Economic Sciences was founded in 1971 by bringing the Department of Economy (till then a part of the Faculty of Law) and the Department of Applied Economic Sciences (founded 100 years ago as the 'Ecole des Sciences commerciales et consulaires') together.

In 1998, the faculty had a staff of 72 professors and 165 researchers. 2810 students were enrolled.

The POCs are: first cycle POC; POC Economy; POC Applied Economic Sciences; POC Business Engineer and Business Engineer in policy informatics.

3.2.1. Faculty policies and programmes

In more or less ten years the following changes have taken place:

In the *first cycle* of Applied Economic Sciences, the distinction between a general and a quantitative strand was abolished; and an option Insurance was established.

In the *second cycle* the specialisation 'policy informatics' was transformed into the programme 'business engineer policy informatics'. Also the programme 'Initiation to Entrepreneurship' was established (see 2.1.3).

In the *third cycle* two advanced study programmes were established: GGS Accountancy; and GGS marketing. Two more programmes are in preparation: GGS financial economics; and GGS production and logistics.

In the field of academic *permanent education*, three postgraduate programmes were newly established: Finance, Insurance, Product Development. The dean inspired the initiative of a series of lectures, called 'Eight to Hear', where businessmen give a lecture about a certain topic.

The reason that there has not been more renewal is simply the success of the formula. Whereas other departments in the university, and even more: departments in other universities, have been confronted with a crisis in the labour market and hence a drop in student numbers, this has not been the case for the Faculty of Economy and Applied Economic Sciences.

Internationalisation shows in the international competition in the field of advanced courses and permanent education; and in the staff.

On undergraduate level, Erasmus has been and still is very important (as a result of Erasmus, each field of study offers two courses in English). Next to the European networks, the faculty has own networks with the Université Catholique de Louvain, the Chicago University, and the Cornell University.

3.2.2. *Internal dynamics at faculty level*

The field of study at the faculty (especially the business school, i.e. the department of Applied Economic Sciences) is very accessible: annual reports are available, financial newspapers, ... Therefore, it is easy for individual academic staff members to catch signals. If possible, a supply-driven reaction is sought to answer the demands. This means that in mutual deliberation the staff tries to figure out whether it is possible to make or change a programme to cope with the new demands, using the capacity that is available in the departments. The official body, the Permanent Educational Commission (POC) has mainly an administrative role. It is involved in small changes; and occasionally also in important changes (e.g; this year: the establishment of an option Insurance, to cope with the societal evolution towards 'all finance'). It also takes part in the quality assurance process.

Changes in the second cycle can also be the result of influences coming from specialist courses like the MBA programme. These courses have another public, use other methods. The characteristics of these courses trickle down in the second cycle.

3.2.3. *External conditions and interactions*

There is no direct external influence on education (external stakeholders are not member of any policy body in the faculty).

The former advisory council was turned into the 'Fellows of the Hogenheutelcollege', which however is not an advisory body for the evaluation of education.

Indirect influences are twofold:

- alumni often take the initiative to ask the faculty for a certain educational activity (most of the time a course); this is then organised by the faculty;
- individual academic staff members have contacts with the economy: they can be engaged in contract research, they can be member of a board of directors, they can have their own company, ...

The general idea that lives in the faculty, is that the industry is too fashion-oriented. It changes rapidly, whereas a university must offer more permanent insights.

There is no influence of the government. The only governmental involvement has been the Universities Decree of 1991, which was the impulse to turn the programme of Business Engineer into a five-year curriculum in 1992.

3.3. Faculty of Law

In 1996-97, there were 3338 students enrolled for studies at the Faculty of Law, what made it the biggest faculty of the KU Leuven. There is only one departement (Department of Law). Four POCs are present: for the first cycle, the second cycle, Criminology, and Notary.

The staff of the Faculty of Law consists of 40.3 FTE ZAP, 105.6 FTE scientific staff members, and 36.5 FTE technical and administrative staff members.

3.3.1. Faculty policies and programmes

There has been no major change in the *first and second cycle*. The possibility for students to choose between courses was enlarged. Some optional courses were added. The basic courses are still the same as the law on the legal degrees prescribed (only European Law has been added).

In the field of *advanced courses*, two new programmes have been established: the GAS Fiscalty (together with the Faculty of Economy and Applied Economic Sciences), and the GAS Company Law (together with the Catholic University of Brussels (*KUB*)). Next year the European Master in Social Security will be organised for the first time.

The reason why there has been so little change, is that the goal and mission of the faculty is to educate generalists; to provide a general training which is the basis for further personal development. The basic programme as it is now offered, meets the requirements that this mission implies.

Further changes (e.g. the proposal of R. Dillemans to change the programme of law studies from a five-year course into a four-year course and a specialisation year) are not supported in the faculty.

Of course this does not mean that the content of the courses does not change: when the law changes as a result of new evolutions in society, the courses have to be adapted to take account of these new laws in the new societal context.

The *international dimension* is limited to the participation in Erasmus. Also there is a master of laws programme, that is aimed at an international public.

3.3.2. *Internal dynamics at faculty level*

The core of the internal dynamics is formed by the individual academic staff members. They are fully responsible for the adaptation of their courses. Adaptations to the course programme are also decided upon by individuals. The formal bodies play only a small role: before a proposal for a change is discussed in the POC, this proposal has already been thoroughly discussed and in fact it is already decided. The POC only officially takes note of the informal decision.

The development of permanent education activities is also a matter of individuals. They do this, because it has some advantages for them: permanent education activities are a source of financial resources; and they are a way of establishing contacts.

3.3.3. *External conditions and interactions*

Although changes are few, they might be necessary. To keep up with the demands of the clients (the sectors where graduates go to work), the faculty has not established institutional contacts. This is not necessary, because many staff members have direct contact with the clients, and often are clients themselves: many of them are only part-time professor and combine their professorate with a job as a barristor and so on. In that way they can see the evolution of the law; and experience directly the needs of the clients. That means that talking about signals from the outside world here means the same (partially) as talking about internal processes.

Professional organisations do not have a real influence, although they are sometimes invited to give their opinion.

The government is not an important external condition. Before 1991 there was a system of legal degrees (different from scientific degrees). This was abolished by the Universities Decree of 1991. All degrees became legal degrees. For the Faculty of Law, this did not bring with it concrete changes: the course programme remained the same; only the course European Law was added.

The federal government regulates the entrance to the profession of barristor. These regulations have not been changed.

The European Union has established a general system of equivalence of diploma's in 1989. That is about all the influence it has had on the education in the Faculty of Law.

3.4. *Faculty of Farmaceutical Sciences*

Like in the Faculty of Law, there is only one department in the Faculty of Farmaceutical Sciences: the Department Farmaceutical Sciences. There is only one Permanent Educational Committee. Because of the limited number of staff (23,7 FTE professors), the policy bodies are for a large part manned by the same people.

The number of students totalled 684 in 1996-97 (of which 117 were freshmen).

3.4.1. *Faculty policies and programmes*

There has been a program reform in the period 1987-1992 for the *first and second cycle*. The

course programme was made less analytic and more practical. A division in options was introduced: sanitation, production and development, and bio-farmaceutics. Each of these options leads to the same diploma, but prepares for another specialisation, respectively hospital chemist, industrial chemist, and researcher. With this change in the course programme, it was adjusted to the possible career outcomes of graduates. The reason to do this, was the medicalisation of the profession (i.e. the changing task and function in the society of the chemist: more guidance, less production).

The two *specialist courses*, GGS Industrial Chemist and GGS Hospital Chemist, were also adapted to incorporate the needs of industry. This happened respectively four years and ten years ago. Recently, in the GGS Hospital Chemist, a series of seminars was introduced where people with practical experience are guest speakers.

The goal of these adaptations was to increase the rentability of the programme, to provide the students with the best possible preparation for their future professional activities.

Permanent education is not so much organised by the faculty but by the alumni (who offered this for over twenty years) and the professional organisations. The faculty is involved by providing the experts who can take part in the activities. In fact individual members of the academic staff are involved in permanent education, but not the faculty as such.

There is no real *internationalisation* tendency as far as education is concerned. There is only a limited participation in Erasmus (sometimes a student takes part in an exchange, instead of doing a practical training).

3.4.2. *Internal dynamics at faculty level*

The actual initiative is mostly taken by one or some individual professors. They prepare a working document, that is presented at the Permanent Educational Council (POC). The POC discusses this working document -possibly a working committee is established to elaborate the document first- and tries to reach a consensus about the proposed changes. Sometimes externals are invited to participate in the discussions in the POC.

When the POC has reached agreement, the Faculty Council has to decide whether it can approve the proposal or not. Most of the time the Faculty Council only has remarks about details (some of the members are member of the POC too; a new discussion between the same people is therefore avoided as much as possible). Sometimes, however, the Faculty Council has principle objections (professors do not like people interfering with their courses).

Finally, the Academic Council must approve, but it rarely has remarks (except maybe about some formal issues).

3.4.3. *External conditions and interactions*

There are three ways in which external conditions and interactions can affect the education in the Faculty of Pharmaceutical Sciences. In the first place, the professors have their contacts: with hospitals and with the industry (the industry is the second biggest client of the faculty); and also with the farmaceutical inspection and the health insurance funds. In the second place, the professional organisations are active and important. Third, the alumni association is also very active. Both are sometimes invited to participate in deliberation meetings (they are not granted decision making power). Each year a number of alumni is invited to talk about their experiences with the students.

A lot of permanent education courses is organised for chemists. Most of them are not directly organised by the Faculty of Farmaceutical Sciences, but by the alumni association and the professional organisations. Two educational centres (CVPA and VLINA) also provide permanent education courses. The role of the faculty in these activities is to be a pool of expertise.

The government has taken some measures that affected the education in farmaceutical sciences.

The EU has brought forward a directive about the length of the practical training period (six months). It has also decided on which disciplines a student must have had in his or her basic programme. And it produced two directives on the requirements to become an industrial chemist or a hospital chemist. But these did not have consequences for the provision of education.
